

East
Ayrshire
Council
Education
Service

Establishment: St Andrew's
Primary and ECC



Establishment
Improvement
Plan
2025-26

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| School Improvement Plan | St Andrew's Primary School and Early Childhood Centre |
| Head Teacher (Acting) | Jason Johnstone |
| Date Submitted | Submitted to Chief Education Officer on: 27/6/25 |

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| School / Centre Vision and Values | <p><i>'Inspiring young people to be fully alive'</i></p> <p><i>At Saint Andrew's Primary each child is valued because of their human dignity, uniquely created in the image and likeness of God. Working in partnership with families, the Church and the wider community, our school provides experiences and opportunities to prepare young people to become valued members of a global society.</i></p> <p><i>Like Saint Andrew, our patron and the first disciple of Jesus, we promote Gospel values through our words and actions, guided by The Charter for Catholic Schools in Scotland.</i></p> <p><i>We aim to:</i></p> <ul style="list-style-type: none"> <i>· Develop positive relationships with pupils, families, parish and local communities to enhance the progress of young people.</i> <i>· Provide high quality learning and teaching opportunities to support individuals' needs and motivate pupils to achieve their full potential.</i> <i>· Support pupils' social, spiritual and emotional development, within a nurturing environment, to respect the rights of all, to build resilience, and to enable young people to successfully navigate their path ahead.</i> <p><i>We encapsulate these values with child friendly language of Ready, Respectful and Safe.</i></p> |
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Checklist

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

| SIP Consultation included the following stakeholders: | Complete | Content of plan | Complete |
|---|-----------------|---|-----------------|
| Children and Young People | Y | Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf | Y |
| Parent Council and Forum | Y | HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/ | Y |
| Teachers, practitioners and ALL school/centre staff | Y | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/ | Y |
| Volunteers/ Community partners | Y | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff. | Y |
| Head Teacher / Head of Centre Signature: Jason Johnstone | | An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | Y |

Pupil and parental strategic involvement

| For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre. | For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre. |
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| <ul style="list-style-type: none"> ✓ Pupil Focus Groups (Hot Chocolate Fridays) and Pupil Council, focusing on improving opportunities to be involved in designing a curriculum for all and wider achievements. ✓ Range of Pupil Leadership Groups/Committees; e.g. Rights Respecting Schools and Outdoor Ambassadors. ✓ House Captains and Vice Captains, Head Boy and Head Girl, P6 and 7 leaders. ✓ Daily conversations between pupils and SMT, through visibility in playground. ✓ Assemblies ✓ RRS questionnaires ✓ GMWP pre and post questionnaires | <p>The parents of the young people of St Andrew's Primary School and ECC will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</p> <ul style="list-style-type: none"> ✓ Parental consultation: <ul style="list-style-type: none"> ○ Questionnaires issued by HT ○ Workshops/information sessions/randomly selected focus groups ○ Learning Showcase/Meet the Teacher ✓ Parent Council ✓ Annual opportunities for parents/carers to come into the school and participation in the self-evaluation process. ✓ Informal dialogue through visibility of SLT every day at drop off and pick up. |

Community Plan East Ayrshire 2015 - 2030



Together, in achieving our Vision, Partners will demonstrate:

Effective leadership

We will provide clear leadership in Community Planning and engage effectively with our employees and communities

Collective ownership

We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities

Good governance

We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability

Democratic accountability

We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

*Our
Vision*

"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."

We will:

- Promote lifelong learning.
- Promote equality and tackle inequality;
- Adopt a preventative approach;
- Ensure effective community engagement in the planning and delivery of local services;
- Utilise the strengths and resilience within communities;
- Drive efficiency and performance improvement;

National and Local Priorities

The Scottish Government's vision for education in Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement

Framework:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

NIF drivers of improvement in the outcomes achieved by children and young people are:

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information



Scottish Attainment Challenge (SAC)

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)

[Scottish Attainment Challenge Logic Model](#) –

Tackling the Poverty-Related Attainment Gap – Our Theory of Change

SAC organisers:

- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans

| Key Priorities | Education Service Improvement Plan: | Children's Services Plan: | Community Learning and Development Plan: |
|---|---|---|--|
| 1: Our Leadership | We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre. | Priorities for 2023-26: <ol style="list-style-type: none"> 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving | Outcomes: <ul style="list-style-type: none"> • Growth • Wellbeing • Fairness • Sustainability Action areas <ol style="list-style-type: none"> 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion |
| 2: Teaching and Learning Together | Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people. | | |
| 3: Our Wellbeing and Belonging | We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages. | | |
| 4: Our Attainment, Destinations and Achievements | We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels. | | |

Our Leadership: Improvement priority:

- Leadership opportunities for our children improve learner participation and pupil voice.
- Leadership at all levels has positive impact on outcomes for our learners in the school and children in the ECC.
- Strategic leadership of the continuous improvement leads to enhanced learning and teaching in the school and experiences in the ECC..

Rationale –

Evidence from Education Scotland re-inspection and EAC Learning Visit Reports show that strategic leadership and implementation of continuous improvement is a priority for the school and ECC.

The leadership team in the school and ECC is newly established; therefore, the sustainability of improvement priorities needs to be strategically planned with full involvement of the school/ECC community to ensure progress is sustained. P1, 4, 7 combined attainment data is below the EAC and national average. Opportunities for leadership at all levels could be developed further.

| NIF key drivers: | School & ELC leadership | | Teacher & practitioner professionalism | Select driver | | Select driver |
|---|--|-----------|--|-----------------|---|---|
| HGIOS4 QIs: | 1.2 | 1.3 | 1.4 | 2.2 | 3.2 | 2.3 |
| QF ELC: | Select QI | Select QI | Select QI | Select QI | Select QI | Select QI |
| ESIP key priorities: | Y Teaching & Learning | | | N Our Wellbeing | Y Our attainment | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | PEF | Who | Measures | Review/milestones |
| Learner Agency All young people will increasingly experience a curriculum that reflects their voice, interests and aspirations enabling them to take greater ownership of their learning. | Our immersive IDL planning will be embedded across the whole school, where pupils have increased opportunity to lead the learning by setting a ‘big question.’ All P7 pupils will undertake a leadership role through an application process, leading to improved self-esteem for all pupils. | | | HT | Attendance will improve for ASN pupils and SIMD Quintile 1 from 86% to 88%. Curriculum Rationale is clearly understood and articulated by all stakeholders (evidenced through surveys/focus groups). | 6 weekly attendance tracking Termly June 2026 |

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| <p>Young People will develop a broader range of skills across the curriculum and will become more confident in influencing decisions about their learning and the wider life of the school, feeling more empowered to shape their learning pathways and contribute meaningfully to school improvement.</p> | <p>The pupil council in collaboration with a member of SMT will use How Good is OUR School as a framework to evaluate the work of the school and agree and implement actions.</p> | | <p>HT</p> | <p>Staff confidence in curriculum design and delivery increases (measured via CLPL evaluations and professional dialogue).</p> <p>Learner engagement improves, as evidenced by increased participation, feedback, and learner voice activities.</p> <p>Use digital tools and learner profiles to track engagement and progression.</p> <p>Quality of learning experiences is enhanced, as observed through learning visits, peer observations, and moderation activities.</p> <p>Progression pathways are in place and consistently used across all levels</p> | |
| <p>Quality Assurance</p> <p>All learners will experience high-quality learning and teaching that increases their engagement and raises their attainment.</p> <p>All learners understand what they are learning and why it is important and how it connects to their</p> | <p>A focus on triangulation of staff feedback and actions through quality assurance will ensure that improvements are tracked and monitored by SMT leading to improved outcomes for all learners.</p> <p>Staff to observe practitioners within and out with the establishment to share best practice, supported by SMT.</p> <p>Year 3 focus from Leaders of Learning programme and quality assurance processes will continue to support staff</p> | | <p>HT</p> <p>HT</p> <p>HT</p> | <p>SMT quality assurance documentation will show evidence of triangulation of CLPL, practice and implementation of teaching and learning approaches.</p> <p>Pupils can clearly articulate the Learning Intention and describe what success looks like in each task or lesson.</p> <p>Tasks and questioning are matched to ability and stretch</p> | <p>Termly</p> <p>June 26</p> <p>June 26</p> |

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| <p>progress.</p> <p>All learners are appropriately challenged across the curriculum, enabling them to achieve their full potential.</p> <p>All learners will make accelerated progress from their starting points.</p> | <p>understanding and implementation of the requirements of an 'Excellent Lesson' prioritising: learning intentions and success criteria and managing pace and challenge.</p> <p>Review and update the current calendar for quality assurance in the school and ECC The leadership team will undertake professional learning by looking outward to examples of best practice within the local authority and Education Scotland.</p> | | DHT | <p>thinking, resulting in deeper learning and improved resilience.</p> <p>Improved outcomes are visible across core subjects through targeted differentiation and higher engagement.</p> <p>Self-Evaluation activities undertaken across the session will ensure that all teaching and non-teaching staff, parents/carers and partner agencies have regular opportunities to evaluate progress towards SIP and ECCIP priorities.</p> | <p>June 26</p> <p>August 25</p> <p>August 25</p> |
| <p>Children will benefit from the school and ECC's continuous improvement journey, which will lead to raised attainment and progress towards agreed stretch aims.</p> <p>All children will benefit from strong partnerships between home and school, as parents are increasingly involved and engaged in their learning.</p> <p>Children in P1 will experience play-based pedagogy that supports high levels of engagement, enjoyment</p> | <p>A sustainable leadership model to be further embedded. SMT remits and responsibilities will be reviewed and shared with school community to improve communication and maintain pace of continuous improvement and embed improvements.</p> <p>Leaders identified as key point of contact and will take on co-ordinator role of Literacy, Numeracy and Health and Wellbeing. Working Parties established aligned to these roles.</p> <p>ECC</p> <p>Provide a range of leadership CLPL opportunities to embed a consistent approach to high quality experiences.</p> | ✓ | <p>HT</p> <p>HT</p> <p>Libby Rankin</p> | <p>Staff Surveys will demonstrate that communication has improved.</p> <p>Attainment data will show that curriculum development work has contributed to achievement of stretch aims.</p> <p>Children from P1 to P7 will achieve improved outcomes in literacy, numeracy and health and wellbeing with attainment data showing significant improvement by June 2026.</p> <p>Staff will report that they feel empowered, and their leadership skills have improved through PRD and FACE Review process.</p> | <p>September 25</p> <p>June 26</p> <p>December 25</p> <p>June 26</p> |

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| and wellbeing, while also building strong foundations for future learning. | <p>Increase frequency of practitioner enquiry across a range of pedagogical practices, during collegiate sessions.</p> <p>Head Teacher and Senior Lead Practitioner to support the introduction of joint Education Scotland and Care Inspectorate Quality Improvement Framework, through the Self Evaluation Calendar, sharing of professional reading of National documents and webinars.</p> <p>One ELCP in term 1 and 2 to visit another establishment within EAC to observe best practice to increase consistency of our service.</p> <p>SMT identify CLPL with staff required through annual staff review process and make links to CLPL calendar. Audit and evaluate progress towards personal learning targets.</p> | | | <p>ECC</p> <p>86% of children moving from ECC to P1 in 2025/26 will be assessed at the nationally expected level or above.</p> <p>ELCP annual personal targets will be achieved.</p> <p>Self-Evaluation calendar evidence links to Quality Framework throughout the year.</p> <p>There will be an increase in staff confidence and consistency in delivering play pedagogy across the ECC and P1/2 classes.</p> <p>Practitioner confidence and capacity to use enquiry approaches will have increased, as shown through SE exercises using HIOS4 and HGIOELC.</p> <p>Staff will collaboratively use evidence from enquiries to inform curriculum design and pedagogy.</p> <p>Professional dialogue during collegiate sessions will demonstrate a deeper reflection on the impact of practice on learners.</p> | <p>June 26</p> <p>August 25</p> <p>Term 1 and 2</p> <p>October 25 – meetings take place</p> <p>Review June 26</p> |
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| | | | | There will be an increase in children's engagement for all learners, measured through observation, sampling and pupil voice. | |
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Teaching and Learning Together: Improvement priority:

1. Improve attainment in literacy and numeracy
2. Improve partnership working within the school community.
3. Establish and promote increased community and parental engagement in ECC.

Rationale –

Attainment data over time in P1 to 7 is below the EAC average in almost all key measures. Attainment data over time drops significantly from P1 into P2.

The attainment of cohorts in identified classes whose teachers undertook CLPL through the National Writing Initiative showed a positive improvement. Surveys of staff show that 100% of them feel their professional knowledge and skills in teaching writing have improved and they believe they are delivering higher quality lessons as a result.

Our poverty related attainment gap in Literacy for P1, 4 and 7 combined is 49%, and in Numeracy it is 28%. The EAC average in each of these curricular areas respectively is 18% and 20%

Parent/carers surveys demonstrate a need to improve partnerships between school/ECC and our families. Parental engagement in the ECC is inconsistent. Stay and Play sessions are well supported by ECC parents, however engagement through other means is less successful.

| NIF key drivers: | School & ELC leadership | | Curriculum & assessment | | Performance information | | Teacher & practitioner professionalism |
|----------------------|-------------------------|-----------|-------------------------|--|-------------------------|-----------|--|
| HGIOS4 QIs: | 2.7 | 2.3 | 3.2 | | 2.5 | 1.3 | 2.2 |
| QF ELC: | Select QI | Select QI | Select QI | | Select QI | Select QI | Select QI |
| ESIP key priorities: | Y Our Leadership | | | | N Our Wellbeing | | Y Our attainment |

| Outcomes for our learners | Our actions/Approaches/Interventions | PEF | Who | Measures | Review/milestones |
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| <p>Writing Almost all P1 to 7 will achieve stretch aims in writing by ACEL data uplift June 2026:</p> <p>P1 from 83% to 91% P2 from 61% to 75% P3 from 70% to 80% P4 from 77% to 87% P5 from 52% to 68% P6 from 65% to 76% P7 from 60% to 73%</p> | <p>Identified members of staff to participate at the CYPIC National Improving Writing (NIW) sessions</p> <ul style="list-style-type: none"> • 2 x 2-hour session for member of school management team • 2 full days (in person) • 5 x 2-hour twilights (virtual) • 2 optional sessions (virtual) <p>Staff will implement the 'writing bundle.'</p> <p>Develop and implement self and peer assessment approaches to provide learners with the knowledge and skills to identify improvements in their own/others' writing - with a particular focus on Tools for Writing and vocabulary.</p> <p>Staff CLPL sessions will focus on established expectations relating to specific areas of literacy such as SAC DUG, SAC Cow and Active Spelling programme.</p> <p>Annual literacy calendar shared and embedded in practice to ensure breadth of genres of writing, and link to tools for writing are in place.</p> | | Mrs Gibb | <p>Pareto chart to identify focus for teaching inputs – baseline assessment</p> <p>Stretch Aim for Writing attainment for stage. 2-3 short-term Teaching Aims for pupils (individuals/groups) for each identified teaching focus.</p> <p>Run Charts to collect data demonstrating progress daily and share with pupils.</p> <p>Analysis of Run Charts to learn from data to inform small tests of change and to identify when to move to next teaching aim; provide support; increase challenge</p> <p>Writing Benchmarks to support reliability of teacher judgements. Staff will report that they are more confident and enjoy teaching writing.</p> <p>SMT quality assurance documentation will demonstrate that literacy calendar of genres and tools for writing is in place.</p> | <p>June 26</p> <p>December 25</p> <p>September 25</p> |

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| <p>More learners will achieve 3 for 3 in Literacy, by addressing barriers in planning for learning, teaching and assessment in listening and talking.</p> | <p>Collect data regularly on children's progress with a clear focus on improving one aspect of writing at a time.</p> <p>Moderation of planning, learning, teaching and assessment improving shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners</p> <p>Staff CLPL session will focus on Oracy development work already shared previously to improve teacher's ability to plan for the learning, teaching and assessment of listening and talking. Re-familiarise staff with a bank of resources and set expectations on frequency of learning opportunities for pupils.</p> | | <p>Mrs Argue</p> | <p>Attainment in writing will improve as spelling is explicitly taught using the Active Spelling pedagogical approach.</p> <p>We will achieve listening and talking stretch aims.</p> <p>We will achieve literacy combined stretch aims as more EAL learners will achieve the expected level.</p> | <p>June 25</p> <p>September 25</p> |
| | | | | | September 26 |
| | <p>Partnership Working</p> <p>Teachers to post termly newsletters to parents/carers detailing curricular</p> | | <p>Mrs Crawford</p> | <p>Parent survey provides qualitative feedback, percentages will increase which relate to parental</p> | <p>June 26</p> |

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| <p>All learners will benefit from increased parental involvement and engagement, leading to stronger support for their learning and progress.</p> | <p>experiences, to enable families to support their child's learning more effectively.</p> <p>Continue to develop use of Learning Journals with details provided to parents/carers during 'Meet the Teacher' Sessions, by rolling out in P1 to 3.</p> <p>Parents will be invited to attend 'Share the Learning' sessions and one other curricular focussed across academic session.</p> <p>ECC</p> <p>Increase the use of local community facilities such as Take-a-Bow, local parks, shops and library during planning meetings.</p> <p>Promote opportunities, through communication channels to parent and volunteers to support outings and centre initiatives such as library and home link experiences.</p> <p>Establish opportunities for children to engage in shared experiences within the primary and secondary school.</p> <p>Provide workshops for families to engage in children's learning and development e.g. outdoor play, play at home experiences and communication and language.</p> | | <p>Libby Rankin</p> | <p>engagement, in comparison to June 25 survey.</p> <p>Monitor engagement and contact families not accessing this for additional support.</p> <p>Learning Journals show regular input from teachers, learners, and parents.</p> <p>ECC</p> <p>Monitoring of real-life experiences within planning will be evident in all monthly plans from every ELCP.</p> <p>Parental survey will show increased involvement in life of ECC.</p> | <p>Reviewed termly through SMT feedback to staff.</p> |
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| <p>P1 Play Pedagogy</p> <p>All P1 learners will experience play based approaches that enhance their engagement, enjoyment and wellbeing while building strong foundations for future progress and attainment across the curriculum.</p> | <p>Through staff CLPL share research on Primary 1 Play Pedagogy and visit centres to share best practice.</p> <p>Adapt classroom environment and audit current resources and consult with staff on investment in new resources to support play.</p> <p>Agree and implement expectations across the stage, to ensure consistency of classroom routines and structure, to ensure equity for all P1s.</p> <p>Use transition information from ECCs more effectively, to better meet learner needs and increase levels of pupil engagement.</p> | | Mrs Duff | <p>The number of referrals to SMT to support dysregulated children in P1 will reduce.</p> <p>P1 attainment data will be more robust and valid, affecting attainment over time from P1 into 2, which historically has shown a decline.</p> <p>Predictions made in Tracking Period 1 by P1 teachers utilise information on ECC transition reports. P1 teachers will baseline assess less in Term 1</p> | <p>October 25, February 26 and May 26</p> <p>June 26</p> <p>October 25</p> |
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Our Wellbeing and Belonging: Improvement priority:

1. We have a clear focus on ensuring wellbeing entitlements and protected characteristics support all learners in the school and children in the ECC to maximise their successes and achievements.
2. As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.
3. Attendance and inclusion are removed as barriers for all children.

Rationale –

Period 5 Attendance 2024/25 for SIMD Quintile 1 pupils is 86%, in comparison to SIMD Quintile 5 pupils which is 97%. Exclusion rates increased in term 3 and 4 of academic session 2024/25.

A minority of parents and pupils feel that bullying is not addressed effectively, the number of people who feel this way has reduced in the past 2 years.

Whole school/ECC accreditation relating to UNCRC encourages improved links between school and ECC.

| NIF key drivers: | School & ELC leadership | | School & ELC improvement | | Performance information | | Select driver |
|---|--|-----------|--------------------------|-----|-------------------------|--|-------------------|
| HGIOS4 QIs: | 2.1 | 3.1 | 3.2 | | 2.3 | 2.4 | 1.1 |
| QF ELC: | Select QI | Select QI | Select QI | | Select QI | Select QI | Select QI |
| ESIP key priorities: | Y Our Leadership | | Y Teaching & Learning | | Y Our attainment | | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | | PEF | Who | Measures | Review/milestones |
| Rights of the Child Learners experience a school where the UNCRC is fully embedded in the ethos and daily practice, ensuring equity and fairness for all. | Rights Respecting Schools (RRS) Leadership group to continue to develop and implement an action plan to attain Gold RRS accreditation. | | | | Mrs Ramani | RRS accreditation will be achieved. The UNCRC is embedded in the ethos and practice of the school and ECC. | June 26 |
| | ECC Staff to participate in training to increase awareness of children's rights and the | | | | Mrs Ramani | Child led assemblies will demonstrate the desired outcomes. | |

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| | <p>impact it has on their learning and development.</p> <p>A particular focus will be placed on:</p> <ul style="list-style-type: none"> • non-discrimination • best interest of the child • survival and development • respect for children's views <p>Increase frequency of Children's Council meetings, Rights of the Child reflected in key documents such as planning, self-evaluation and quality assurance.</p> <p>Increase awareness of parents/carers through information sessions and Learning Journals.</p> | | /Libby Rankin | <p>Evidence of pupil engagement and articulation of UNCRC articles and citizenship through pupil focus groups</p> <p>Displays and communication linked to RRS articles are evident throughout the school.</p> <p>Playroom monitoring and observation will evidence increased use of UNCRC language by practitioners.</p> | June 26 |
| <p>Relationships</p> <p>All young people feel supported, respected and included in their centre / school by staff and other young people.</p> | <p><u>Anti-bullying</u></p> <p>Consult pupils, staff and parents on the Respect for All Anti-bullying Establishment Statement and provision to ensure it is in line with the new national guidance. Ensure that all staff have recently undertaken Anti-bullying training. (respectme eLearning modulesrespectme) All staff to undertake understanding bullying and addressing bullying modules.</p> | | DHT | <p>Reduction in SEEMiS bullying incidents reported to staff or logged on SEEMiS Bullying Module.</p> <p>Reduction in the number of relationship / gender bias / gender violence related incidents reported to staff or logged on the SEEMiS Bullying Module</p> | December 25 |

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| | <p>ECC</p> <p>Participate in staff training and deliver an Everyone's Included Programme (Colour monster and emotional check- in walls, books to encourage friendships, caring, sharing etc., puppets)</p> | | Libby Rankin | <p>Pre and post pupil, staff and parents surveys / impact reports</p> <p>Leuven Scale results demonstrate that all children are assessed at level 4 or above.</p> | <p>Module 1 October 25, Module 2 February 26</p> <p>Termly</p> |
| Care experienced (CE) young people are supported to reach their full potential by committed, "Promise" aware skilled staff. | Provide Promise Award Training to all school staff (L1, 2 and 3) | | HT | Number of staff who have completed L1 and 2 of the Promise Training | |
| <p>Pupil wellbeing issues are identified, addressed and evaluated to measure progress.</p> <p>Learners' wellbeing needs are identified, addressed and monitored, enabling them to make measurable progress.</p> <p>Learners benefit from strategic approaches that address whole-class and whole-school wellbeing, increasing positive outcomes.</p> | <p>Analyse GMWP data from pre and post questionnaires for P1 to 7; data obtained will provide new focus for individual, class and whole school interventions to improve wellbeing. Measure effectiveness of previous interventions relating to 23/24.</p> <p>Ensure the sustainability of PATHs, implement advice from sustainability guides created by PATHS coach.</p> | ✓ | Mrs Ramani | <p>Pre and post questionnaires show an improvement.</p> <p>Children can self-regulate their emotions and manage conflict with greater independence.</p> | <p>Oct 25, May 26</p> <p>June 26</p> |

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| <p>Learners impacted by neurodiversity, trauma or stress-related behaviours are supported by staff with increased knowledge and understanding.</p> | <p>Develop a clear staged model of relationships and behaviour in St Andrew's Primary School that is both trauma responsive and meets the needs of learners who may display neurodiverse behaviours.</p> <p>Working with school staff and colleagues in Educational Psychology to develop a greater understanding and implications/ adaptations to in school PLTA by undertaking full school training around, 'We were expecting you' National autism implementation team training.</p> <p>Increase staff Knowledge and Understanding of supporting pupils in school impacted by neurodiversity or trauma or displaying stressed behaviours.</p> | | Mrs Crawford | <p>Analysis of ACEL data in tracking tool (Progress to Stretch Aim)</p> | June 26 |
| <p>Learners thrive in a safe, inclusive environment where stress is reduced through purposeful environmental changes that promote wellbeing and belonging.</p> | <p>Small Tests of change around environmental presentation of classrooms. Use of circle framework to implement and monitor changes.</p> | | | <p>Analysis of Circle framework to collect data, analyse and build trends.</p> <p>Inclusive environments consistently observed with adaptations evident.</p> <p>Pupil voice shows learners feel included and supported.</p> <p>Staff report increased confidence in inclusive practice.</p> <p>Observations show proactive universal support for all learners.</p> | June 26 |

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| | | | | <p>Increased engagement from pupils needing flexible support.</p> <p>Planning reflects inclusive strategies and frameworks.</p> <p>Fewer learning barriers; improved attendance, engagement, attainment.</p> | |
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Our Attainment, Destinations and Achievements: Improvement priority:

1. Attainment in literacy and mathematics will improve.
2. The attendance of children from SimD Quintile 1 will improve.
3. In the ECC we will measure progress through Early Level monitoring and tracking to ensure children are being challenged and supported to achieve their full potential.

Rationale –

Quality Assurance shows that improvements have been made in the consistency and quality of learning and teaching across the school. This now needs to be reflected in an improvement in the attainment data for the whole school during academic session 25/26. 13 out of 28 key measures for cohorts improved from 23/24 to 24/25. However, P2 and 3 data decreased in all key measures, a drop of 18% in Numeracy is evident in both stages.

Period 5 Attendance 2024/25 for SIMD Quintile pupils is 86%, in comparison to SIMD Quintile 5 pupils which is 97%

ECC - Learning Journals have been used for 1 year to improve parental engagement, this platform could be used more effectively to track children's progress to ensure that our children are being supported and challenged appropriately.

| NIF key drivers: | Performance information | | Curriculum & assessment | | Parent/carer involvement & engagement | | Select driver | |
|--|-------------------------|---|-------------------------|-----|---------------------------------------|--|---------------|---|
| HGIOS4 QIs: | 3.2 | 2.2 | 3.1 | | 2.3 | 1.3 | 2.1 | |
| QF ELC: | Select QI | Select QI | Select QI | | Select QI | Select QI | Select QI | |
| ESIP key priorities: | Y Our Leadership | | Y Teaching & Learning | | Y Our Wellbeing | | | |
| Outcomes for our learners | | Our actions/Approaches/Interventions | | PEF | Who | Measures | | Review/milestones |
| Improve children’s attainment in numeracy at P1 from 93% to 97% P2 from 72% to 83% P3 from 67% to 81% P4 from 79% to 87% P5 from 60% to 74% P6 from 68% to 81% P7 from 55% to 74% by June 2026 Improve engagement and confidence of children within numeracy and mathematics experiences. | | Further develop our use of concrete manipulatives and visual representations to develop number sense and key concepts in numeracy for new staff and staff who are new to a stage, through 3 x CLPL sessions delivered by EAC Numeracy Lead. Improve availability of commercially produced resources to improve progression for all learners and standards of differentiation for ASN and highly able pupils. Embed the use of formative, diagnostic and summative assessment through 3 x CLPL sessions delivered by EAC Numeracy Lead. Develop a shared understanding of our assessment model within numeracy and mathematics to inform robust teacher judgements. | | ✓ | Mrs Gibb/Mrs Williamso n | Quality Assurance processes - Observations of classroom practice, tracking conversations and collegiate self-evaluation activity, pupil and parent voice PRD targets and review Feedback and reflections from teachers engaging in numeracy and maths focussed CLPL and Teacher Learning Communities (TLCs) Analysis of ACEL data in tracking tool (Progress to Stretch Aim) Evaluative statements relating to numeracy and mathematics practice from HM Inspection | | Termly through QA calendar Tracking periods 1, 2, 3 and End of Session December 25 June 26 Tracking periods 1, 2, 3 and End of Session June 26 |

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| | In term 4 self-evaluate using National Self Evaluation framework to focus on improvement across key priorities within numeracy and mathematics to agree next steps | | | report and local authority learning visits | |
| <p>Pupils benefit from consistent tracking and monitoring approaches that ensure their progress is closely followed, with high-quality information used to support them in achieving their full potential.</p> <p>Pupils affected by poverty benefit from targeted support, with evidence showing progress in closing the poverty-related attainment gap.</p> | <p>Use of EAC Monitoring and Tracking Tool, further improved through staff CLPL calendar at Tracking Periods.</p> <p>Annual calendar will include time for teaching staff to familiarise themselves with projected achievement data, provided by previous teacher for their current class.</p> <p>Clear guidelines shared with staff to ensure consistency of understanding of language will make judgements more robust and reliable. All projections should be aspirational.</p> <p>Raising Attainment Meetings for whole session to take place, with professional discussion using format established in TP3 24/25, led by members of SMT.</p> | ✓ | HT | <p>Analysis of ACEL data in tracking tool (Progress to Stretch Aim)</p> <p>Evaluative statements relating to numeracy and mathematics practice from HM Inspection report and local authority learning visits</p> <p>Professional Dialogue between SMT and teachers, evidenced on M&T tool.</p> | Tracking Periods 1, 2, 3 and End of Session 25/26 |
| Make environmental changes to reduce stress in learners and build an ethos of inclusion for ASN children. | <p>Enhance universal support to improve inclusion through:</p> <ul style="list-style-type: none"> - Small Tests of change around environmental presentation of classrooms. | ✓ | Mrs Crawford | Attendance for children in the poverty related attainment gap will improve and the number of incidents relating to dysregulated behaviour will reduce. | June 26 |

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| <p>Improve attendance for children in poverty related attainment gap SIMD Quintile 1 will increase from 86% to 90%.</p> | <ul style="list-style-type: none"> - Use of circle framework to implement and monitor changes. - Implement a school and class learning walls and display of work policy. <p>ECC Continue to engage with EAC Quality Assurance Team to embed an authority wide approach to observation and tracking, through QA calendar of activities.</p> <p>Work alongside to P1 staff to ensure a consistent approach towards early level.</p> <p>Practitioner judgement will be moderated at termly meetings, to ensure judgements are robust.</p> | ✓ | Libby Rankin | <p>Improved attendance will lead to improved attainment as Sim D Quintile 1 children will be present more often. Analysis of Circle framework to collect data, analyse and build trends.</p> <p>Improved attendance will lead to improved attainment as Sim D Quintile 1 children will be present more often. SIMD Quintile</p> <p>Consistency of quality of Learning Journal observations and M+T data will improve across the staff team.</p> <p>ELCP and P1 teachers will be better informed at Tracking Period 1 of a child's level and will be more robust and valid.</p> | <p>Tracking Periods 1, 2, 3 and End of Session 25/26</p> <p>June 26</p> |
|---|---|---|--------------|--|---|

| 2024-25 baseline (%) | | | | | | 2025-26 targets (%) | | | | | | 2025-26 actual (%) | | | | | |
|----------------------|---------|---------|-----|----------|----------|---------------------|---------|---------|-----|----------|----------|--------------------|---------|---------|-----|----------|----------|
| | Reading | Writing | L&T | Literacy | Numeracy | | Reading | Writing | L&T | Literacy | Numeracy | | Reading | Writing | L&T | Literacy | Numeracy |
| P1 | 85 | 83 | 89 | 76 | 93 | P1 | 92 | 91 | 95 | 78 | 97 | P1 | | | | | |
| P2 | 66 | 61 | 82 | | 72 | P2 | 75 | 75 | 90 | 62 | 83 | P2 | | | | | |
| P3 | 73 | 70 | 77 | | 67 | P3 | 81 | 80 | 86 | 70 | 81 | P3 | | | | | |
| P4 | 75 | 77 | 92 | 75 | 79 | P4 | 86 | 87 | 95 | 78 | 87 | P4 | | | | | |
| P5 | 60 | 52 | 71 | | 60 | P5 | 76 | 68 | 82 | 55 | 74 | P5 | | | | | |
| P6 | 72 | 65 | 83 | | 68 | P6 | 83 | 76 | 89 | 67 | 82 | P6 | | | | | |
| P7 | 60 | 60 | 70 | 55 | 55 | P7 | 72 | 73 | 80 | 59 | 74 | P7 | | | | | |

| Reading | P1 | P2 | P3 | P4 | P5 | P6 | P7 | Writing | P1 | P2 | P3 | P4 | P5 | P6 | P7 | L&T | P1 | P2 | P3 | P4 | P5 | P6 | P7 | Numeracy | P1 | P2 | P3 | P4 | P5 | P6 | P7 |
|---------|----|----|----|----|----|----|----|---------|----|----|----|----|----|----|----|-----|----|----|----|----|----|----|----|----------|----|----|----|----|----|----|----|
| P1 | 85 | | | | | | | P1 | 83 | | | | | | | P1 | 89 | | | | | | | P1 | 94 | | | | | | |
| P2 | 72 | 66 | | | | | | P2 | 64 | 61 | | | | | | P2 | 87 | 82 | | | | | | P2 | 90 | 72 | | | | | |
| P3 | 66 | 78 | 73 | | | | | P3 | 66 | 76 | 70 | | | | | P3 | 74 | 83 | 77 | | | | | P3 | 74 | 85 | 67 | | | | |
| P4 | 94 | 71 | 74 | 76 | | | | P4 | 94 | 67 | 68 | 77 | | | | P4 | 98 | 92 | 89 | 93 | | | | P4 | 98 | 90 | 81 | 80 | | | |
| P5 | 91 | | 56 | 59 | 60 | | | P5 | 91 | | 52 | 53 | 52 | | | P5 | 91 | | 50 | 71 | 71 | | | P5 | 91 | | 67 | 69 | 60 | | |
| P6 | | | | 79 | 77 | 72 | | P6 | | | | 63 | 55 | 65 | | P6 | | | | 79 | 76 | 83 | | P6 | | | | 58 | 55 | 68 | |
| P7 | 70 | | | 82 | 63 | 51 | 61 | P7 | 66 | | | 78 | 60 | 47 | 60 | P7 | 74 | | | 84 | 67 | 70 | 70 | P7 | 84 | | | 76 | 71 | 51 | 55 |

Summary of Improvement Plan directly linking to Education Service Improvement Plan

| Our Leadership | Teaching and Learning Together |
|--|---|
| <ul style="list-style-type: none"> • We will improve planning for continuous improvement and implementing change. • We will set measurable and sustainable improvement priorities which focus on improving children's attainment and achievement. • We will increase opportunities for children and staff to lead on school improvement and influence change. | <ul style="list-style-type: none"> • We will create a greater sense of community by improving communication with parents. • We will improve how we share the children's learning and successes with increased participation in the life and work of the school. • Parents/carers will receive more information about what their child is learning every term. |
| Our Wellbeing and Belonging | Our Attainment, Destinations and Achievements |
| <ul style="list-style-type: none"> • We will develop a cohesive and coherent approach to promoting children's wellbeing and inclusion in school. • We will ensure we provide all children, including more able children with the right level of support and challenge in their learning. • We will consult with pupils, parents and staff on our Anti-Bullying statement to further reduce incidents of bullying. • We will achieve the Rights Respecting School Gold Award. | <ul style="list-style-type: none"> • We will improve attainment for learners at all stages with the aim of exceeding the East Ayrshire Council average for Primary Schools. • We will achieve this by monitoring the levels of attainment levels more effectively at key points throughout the school year. • We will achieve this by undertaking professional learning for staff in literacy and maths. • We will improve attendance for children in our poverty related attainment gap. |